

A COMPARATIVE STUDY ON SPEAKING ABILITY BETWEEN THE
ISLAMIC BOARDING SCHOOL AND PUBLIC SENIOR HIGH SCHOOL

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By

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ABSTRACT

A COMPARATIVE STUDY ON SPEAKING ABILITY BETWEEN THE ISLAMIC BOARDING SCHOOL AND PUBLIC SENIOR HIGH SCHOOL

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The objective of this research is generally attempted to know and compare the speaking ability of the Islamic boarding school students of MA Istiqomah Islamiyah and public senior high school students of SMA N 1 Tulang Bawang Tengah at the tenth grade in the academic year of 2019/2020. The method used in this research is quantitative research and comparative analysis technique. This research is started by collecting theory after that giving the test and then classifying the Islamic boarding school of MA Istiqomah Islamiyah and public senior high school of SMA N 1 Tulang Bawang Tengah. Then, after classifying students' test, the researcher took the students' speaking score in order to design compare both schools with their speaking score achievement. In analyzing the data, first step is finding average of Islamic boarding school of MA Istiqomah Islamiyah and public senior high school of SMA N 1 Tulang Bawang Tengah students' speaking score which refers to the result of the two rater's mean score; the researcher as the first rater and the English teacher as the second rater.

From the data analysis, it was found that the result of the test was -0,985 and it was smaller than t-table both in the degree of significance of 5% and 1 % ($2,000 > -0,985 < 2,660$). The result states that there is no statistically significant difference to the students' English speaking competence. Both of schools, the Islamic boarding school of MA Istiqomah Islamiyah and public senior high school of SMA N 1 Tulang Bawang Tengah may perform better English speaking ability through their own way of learning. The result of this research also shows that the Islamic boarding school students of MA Istiqomah Islamiyah get lower average English speaking score than the public senior high school students of SMA N 1 Tulang Bawang Tengah. It can be assumed that the Islamic boarding school students do not always possess higher competency of English speaking ability which is because of his natural willingness to speak than the public senior high school students.

Keywords: Comparative Study, Islamic Boarding School and Public Senior High School and Students' Speaking Ability

DECLARATION

I hereby state that this thesis entitled: A Comparative Study on Speaking Ability between the Islamic Boarding School and Public Senior High School is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, January 2020

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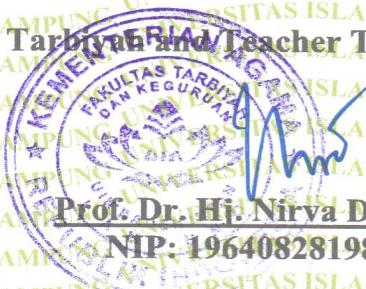
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
وَعَسَى أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَكُمْ وَعَسَى أَنْ تُحِبُّوا شَيْئًا
وَهُوَ شَرٌّ لَكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ

In the name of Allah, Most Gracious, Most Merciful

“... And it may be that you dislike a thing, which is good for you and that you like
a thing, which is bad for you. Allah knows but you do not know.”¹
(Q.S Al-baqarah:216)

¹ Khadim al Haramain asy Syarifain & Fahd ibn’ Abd al’ Aziz Al Saud, *The Noble Qur’an*, (Jakarta: Yayasan Penyelenggara Penterjemah/Pentafsir Al-Qur’an, 1971), p. 845.

DEDICATION

I am fully appreciate to the following people who always care of me and never leave me in every condition. May Allah SWT is blessed them in their live time. I dedicated this thesis to:

1. My beloved Mom (Ibu Hj. Siti Aminah) and Dad (Bpk. H. Nasikin).

Who always love and pray for my best. I am nothing without you. I do love Mom and Dad as much as possible that I can not give them any precious things

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CURRICULLUM VITAE

Ulfatun Ni'mah, she was born on July 30th 1997 in Panaragan Jaya, Tulang Bawang Barat. She is the youngest daughter of Mr. Nasikin and Mrs. Siti Aminah, and she has two older brothers and one sister. The oldest brother is Syaiful Anwar, the other one is Surohman, and the last one is Siti Muntamah.

She accomplished her formal education at Kindergarten at TK SWADEK (Swadharma Eka Kerta) Panaragan Jaya and finished in 2003. The researcher entered Elementary School at SD N 4 Panaragan Jaya, Tulang Bawang Barat and completed in 2009. After that she continued her study at Islamic Junior High School of MA Istiqomah Islamiyah from 2009 and graduated in 2012. Then the researcher expanded her study at Islamic Senior High School of MA Istiqomah Islamiyah Panaragan Jaya, Tulang Bawang Barat and finished in 2015. After that she continued her study at Raden Intan State Islamic University, Lampung until 2020.

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Praise to Allah SWT the almighty, the Most Merciful, and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace be upon our prophet Muhammad SAW with his family and followers. This thesis entitled “A Comparative Study on Speaking Ability between the Islamic Boarding School and Public Senior High School” is submitted as compulsory fulfillment of the requirement for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

When finishing this thesis, the researcher has obtained so many helps, assistance, aid, and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

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Finally, the researcher is fully aware that there are many weaknesses in this thesis. Therefore, the researcher will accept criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, January 2020
The Researcher,

Ulfatun Ni'mah
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CHAPTER I

INTRODUCTION

A. Background of the Problem

According to Brown Speaking is also one of the language arts that are most frequently used by people all over the world. The art of Speaking is very complex. It requires the simultaneous use of the number of ability which often developed at different rates. Generally, there are at least four components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.² It means that speaking is an effective and efficient way used in communication. It is impossible if someone understands English in written but she or he does not understand the productive abilities, especially speaking. Thus, speaking is one of four abilities which has important role in daily life, even as a main ability in communication among human beings.

The aim of teaching speaking in English is to train students to be able to express meaningful and contextual communications in English as in real life. Referring to the Competency Based Curriculum in 2004, the standard competency of English for senior high school students formulated to be able to communicate in oral and written English fluently and accurately in discussions and monologues in the form of narrative, procedure, spoof,

²Brown, *Language Assessment: Principle and Classroom Practices* (1st edition) (San Fransisco: Longman, 2004), p. 157.

recount, report, news item, descriptive, anecdote, exposition, discussion, commentary, and review.³

Speaking skill is the ability to use the language in oral form to show what are in mind. Learning English language speaking must be focused on many aspects. There are a number of components of speaking concerned with (grammar, comprehension, vocabulary, pronunciation, and fluency).⁴ Speaking also has some elements for spoken production.

Most of the senior high school students seem to have great difficulties in speaking English, because of the limitations in class time, lack of confidence, lack of vocabulary, lack of opportunities to speak, lack of motivation, and most importantly lack of practice. They may think the study of English is routine and not interesting. It is believed that they could find it interesting if they were taught differently. It has been a long-standing dilemma in teaching English, when the students who are expected to learn the language as a skill, but in reality, they learn it as knowledge.

Islamic Boarding School is one the type of Indonesian Islamic education that aims for students to carry out education formal according to the level and at the same time can explore the knowledge of Islam by following daily activities in the school environment and live in a hostel or cottage.⁵ Boarding school is a school that is have a dormitory, where students live; study in total

³ Departemen Pendidikan Nasional, *Pembelajaran Sekolah Menengah Atas*. Departemen Pendidikan Nasional, Direktorat Pendidikan menengah umum (Jakarta: Kementrian Pendidikan Indonesia, 2013), p. 82.

⁴ Brown, *Language Assessment: Principle and Classroom Practices* (1st edition) (San Francisco: Longman, 2004), p. 148-149.

⁵ Maksudin "Pendidikan Nilai Sistem Boarding School di SMP IT Abu Bakar Yogyakarta", (Program Pascasarjana UIN Sunan Kalijaga, 2008), p. 9.

in the school environment. Therefore, all kinds of necessities of life and learning needs provided by the school.

Islamic Boarding School has special standards regarding coaching for santri in the science of Islam both in the form subjects at school and outside school activity. Besides that, Islamic Boarding School continues to follow the current curriculum determined by the education service so that santri those who study there still have competence academically so that they can still compete with students in other schools that are not boarding school. The difficulty in learning to speak English is that students are not used to using English so students feel uncomfortable and embarrassed to speak English. Students are afraid of being ridiculed and considered stupid by their friends. The biggest obstacle experienced by the English teacher is to eliminate the shame that the student has in speaking English.

According to Sarwono, the definition of high school students is that everyone who is officially registered to take lessons in the world of education at the upper secondary level. High school is taken within 3 years. And if the parallel is calculated from elementary school, then high school starts from grade 10 to grade 12. High school learning goals prepare graduates for higher education or high school. The learning aspects learned in high school are divided into 3 fields, namely Social Sciences, Natural Sciences and Language Sciences. The goal to be achieved by high school in the future is to prepare

themselves to compete in higher education, get good grades and graduate from college with a high IPK (cumulative grade point index)⁶.

Islamic Boarding school of MA IstiqomahIslamiyah is one of the Islamic educational institutions in which there is education in developing language skills and one of them is English. It is located in Tulang bawang Barat. Every student lives in one roof / place named “dormitory”. Students’ dormitory of IstiqomahIslamiyah consists of 128 students and 17 executive boards that control the students’ activities at dormitory. Students’ dormitory activities consists of academic activities, academic support, development interests and talents related to English learning activities (debate exercises activity in three languages (Arabic, English and Indonesian), speech exercises activity in three languages (Arabic, English and Indonesian) and add the vocabularies (it is conducted in the morning after shubuh pray).⁷ All of students who live in the dormitory use foreign language (Arabic and English) in their daily activities.

As the researcher found in the preliminary research by doing an interview with English teacher at students’ dormitory of MA IstiqomahIslamiyah, there are some problems related to language development program especially speaking English policy in daily activities. Students who stay in the students’ dormitory of MA IstiqomahIslamiyah are expected to use English and Arabic language every day. However this program could not well and it faced many obstacles in its application. One of them is that the students’ ability in speaking English is quiet low. Most of them also felt difficulties to practice

⁶Sarwono, *Adolescent Psychology* (Jakarta: Grafindo Persada, 2007), p. 46.

⁷RosyidRidho Al-Hafidz, S.Pd as Guidance Counselor at students’ dormitory of MA IstiqomahIslamiyah, Lampung, February 3rd 2019.

speaking since they are not so much confident in doing it. Then, students' often had difficulty in pronouncing English words by making some errors. It was caused by their pronunciation which was still influenced by their native language.⁸

Public senior high school of SMA N 1 TulangBawang Tengah is one of the educational institutions in Tulang Bawang Barat. It takes at Dahlia street no. 22. It's not far from my house it takes about ten minutes. It is one of favourite school in TulangBawang Barat. It has 2 major (IPA and IPS), and 2 extracurriculars related to English learning activities (debate exercises activity (English and Indonesia) and English language club (it is conducted before they start the study). As we know about the total of students' of the tenth grade at Public Senior High School of SMA N 1 Tulang Bawang Barat is 169 students' and 39 teachers. Related to English learning and teaching activities, SMA N 1 TulangBawang Tengah has 4 English teachers. The English subject of tenth grade at SMA N 1 Tulang Bawang Tengah is taught 2 times a week for 80 and 120 minutes for each meeting. The school consists of 4 Classes. The facilities supporting the English teaching and learning activities in the classroom are a whiteboard, board markers, an eraser, and LCD.⁹

Islamic boarding school of MA Istiqomah Islamiyah and public senior high school are one of the institutions which exist in TulangBawang Barat.

⁸Mrs. Hasna Fitri Labibah, S.Pd as English Teacher at MA IstiqomahIslamiyah, Lampung, February 3rd 2019.

⁹SirdinEfendi, S.Pd as Headmaster at SMAN 1 TulangBawang Tengah, Lampung, February 20th 2019.

Islamic boarding school of MA Istiqomah Islamiyah is an Islamic educational institution where it has different style than another Islamic boarding school in Tulang Bawang Barat. The different style is the students not only study knowledge about Islamic education, but also the students study about the general education, especially English. In February 2019, MA Istiqomah Islamiyah students had won 1st in the national level competition of physics, chemistry and biology Olympiad in Bengkulu. And they always follow the competition of the regency of debate in three languages (Arabic, English and Indonesia) and always win the competition in the speech three languages (Arabic, English and Indonesia). And Public Senior High School of SMA N 1 Tulang Bawang Barat is one of educational institution where it has the students' active in organizations. And they always follow the competition of the regency of debate languages (English and Indonesia) and always win the competition.

Based on the explanation above, the students' competency in English speaking ability is pretty good. That is because many are able to engage themselves in a good and fair communication in speaking session, and some of them can perform almost excellent English when they speak. That is the reason why the researcher interests to conduct the research at the Islamic Boarding School of MA Istiqomah Islamiyah and Public Senior High School of SMA N 1 Tulang Bawang Tengah.

According to previous research by Mambaunnisa, on her thesis "The Effect of Foreign Language Ability (Arabic-English) against student

achievement (case study of student grade X (ten) in Subjects of pesantren at PondokPesantren (boarding school) Daar el-Qolam II (two), Tangerang - Banten)” she said that the students’ ability in both language Arabic and English is good. It is up to 50,4%.¹⁰ Based on the previous research, it could be concluded that the students’ language ability in Arabic and English of boarding school of Daar el-Qolam II (two) is good.

Additional, Bambang, Meisuri, and Rohmatillah on their Journal “Speaking Performance of Islamic Boarding Schools and Public School-Based Graduates: a Comparative Study” said that the Islamic boarding school-based senior high school graduates speaking performance is slightly better than the public-based one with a minor difference on the five aspects of speaking assessment. The former showed better achievement in fluency, vocabulary and comprehension, whereas the latter got better result in grammar and pronunciation. Dissimilar variations of the co-curricular and extra-curricular activities at both types the school and the frequency of the activities might be the potential factors affecting the differences¹¹ It could be concluded that the English speaking ability of Islamic boarding school graduate students is better than the English speaking ability of senior high school graduate students.

¹⁰Mambaunnisa, *The Effect of Foreign Language Ability (Arabic-English) against student achievement (case study of student grade X (ten) in Subjects of pesantren at PondokPesantren (boarding school) Daar el-Qolam II (two), Tangerang-Banten*, tarbiyah and teacher training faculty university of Yogyakarta, 2010. p. 66.

¹¹BambangIrfani, Meisuri, &Rohmatillah, “Speaking Performance of Islamic Boarding School and Public School-Based Graduates: a Comparative Study”, in Jurnal *JEELS*, Vol. 5, No 1, 2018.

According to English teacher, the most difficult thing on improving students' English skills is to boost students' courage on speaking English. It is still becomes problem for teachers to complete. By improving the English skill, the students' will increase their score in English subject.¹² It could be concluded that in English learning process, the teacher did not use any special methods, they just focused on encouraging the students' to speak. The teacher will say "do not worry to try!" to their students'.

Based on preliminary research conducted by the researcher at the time of conducting interviews in both schools, it was obtained the scores of tenth grade students at Public Senior High School of SMA N 1 Tulang Bawang Tengah and Islamic Boarding school of MA Istiqomah Islamiyah in the second semester of the school year 2019/2020. It is known that the students score of English subject is low, both oral and written.

Based on explanation above, the researcher interested in conducting a research of comparison on speaking ability between the Islamic boarding school of MA Istiqomah Islamiyah and public senior high school of SMAN 1 Tulang Bawang Tengah. Therefore, this research entitles "A comparative study on speaking ability between the Islamic boarding school and public senior high school.

¹² Mrs. Wahyuning Eri Triana, S.Pd as English Teacher at SMA N 1 Tulang Bawang Tengah, Lampung, February 20th 2019.

B. Identification of the Problem

Based on the background of the problem, the researcher identified the problem as follows:

1. English development program in the students' dormitory is not going well.
2. The teacher do not use an attractive English learning model to students.
3. The students lack of confidence and motivation.
4. The teacher does not motivate the students to speak English.
5. The students' score of English subject is low, both oral and written.

C. Limitation of the Problem

From the identification above, the researcher focused the research on the Comparing the significant score difference of speaking ability of the tenth grade at Islamic boarding school of MA Istiqomah Islamiyah and public senior high school of SMA N 1 Tulang Bawang Tengah in the academic year of 2019/2020

D. Formulation of the Research

Based on the background above, the researcher formulated the problem as follows: Do the students from the islamic boarding school have higher achievement than those from public senior high school in speaking?

E. Purpose of the Research

The purpose of this research is to know whether there is a significant score difference of speaking ability between the Islamic Boarding School and Public Senior High School.

F. Use of the Research

From the statement above the researcher expected the result of the research can be used:

1. Theoretically

Theoretically, the result of the research expected to be used to support the theory which will be explained in the next chapter about a comparative study on speaking ability between the Islamic boarding school and senior high school.

2. Practically

- a. For the teachers, the teacher is able to analyse and solve the problems on learning teaching process. Furthermore, the teacher is also able to create a conducive condition to develop students' confidence in speaking.
- b. For the students, the students' will get an attractive English learning model so that they can speak English easily and confidently.
- c. For the schools, the research can be used as reference to increase students' interest on learning English so that they can improve their score.

- d. For the researcher, the research gives a chance for the researcher to involved in educational scope. It also informs the researcher to know the way of teaching speaking for students' appropriately in order to increase their speaking ability.

G. Scope of the Research

The scope of this research is as follows:

1. The Subject of the Research:

The subject of the research is the students of second semester of tenth grade at Islamic Boarding School of MA IstiqomahIslamiyah students and Public Senior High School of SMA N 1 TulangBawang Tengah students in the academic year of 2019/2020.

2. The Object of the Research

The object of the research is students speaking ability between the Islamic Boarding School Senior High School and Public Senior High School.

3. The place of the Research

The research will be conducted at Islamic Boarding School of MA IstiqomahIslamiyah and Public Senior High School of SMA N 1 TulangBawang Tengah. It is located in TulangBawang Barat.

4. The time of the Research

The research was conducted at the second semester in the academic years of 2019/2020.

CHAPTER II

THE LITERATURE REVIEW

A. Concept of Language Learning

According to Brown Language is a system of arbitrary vocal symbols conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another.¹³ It means that language is part of culture, where language is considered as tool of communication. Human being use language to communicate or interact in conveying their ideas, their feeling, in daily life.

Language is a communication with others people. Language plays very important role in social relationship among human beings, communication is sharing our feelings, ideas and opinions with others. This can be intellectual, personal, spoken or written in nature.¹⁴ It is a medium of communication which can help people to interact, converse and also to share with other people. For most people, effective communication means a proficient use of language.

Learning English is very important, because English has become an international language, which is used by most communities in the world. In other words by mastering English either actively or passively, we can grasp this world, not only in business world but also in education. Many countries

¹³Brown, *Principles of Language Learning and teaching*, (San Fransisco: Longman 2000), p. 5

¹⁴Ashalatha, *Concept of Communication*, (The University of Chicago Press, Accessed: March 23rd 2019, 22:15), p. 1.

use English as their second language. It plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, technology and so on. These are conducted within human in society. It could be concluded that communicated effectively and good are necessary to have knowledge of the language. It could be concluded that communicated effectively and good are necessary to have knowledge of the language.

B. Concept of Speaking

Speaking is one of the four language skills. McKay said that when the people speak, it is not the case that they simply open their mouths and speak the words and sentences, when people speak, they are doing so in culture context, they are speaking to another person or persons (perhaps friends, a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which a maybe a conversation, or task that needs completing.¹⁵ It means that speaking becomes the right way to express ideas and feeling by using language as connector and the people must know the topic. From the topic, the people can talk each other and know the purpose or meaning of their speaking.

According to Brown, while speaking is productive skill that can be directly and empirically observed, those observations are invariably colored

¹⁵Penny McKay, *Assessing young language learners*, (Cambridge University Press, 2006), p. 179.

by the accuracy and effectiveness of a test-takers listening skills. Another challenge is the design of elicitation technique, because most speaking is the product of creative construction of linguistic strings.¹⁶ It means that, pronunciation, grammar, fluency and comprehension on our speaking can observe the speaking.

According to Brown, from a communicative pragmatic view of the language classroom, listening and speaking skills are closely intertwined. More often than not, simply be labels as listening, speaking courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession.¹⁷ From that explanation, speaking needed also listening because both of them there are any correlation and conversation.

Speaking or oral communication is two processes between listeners a speaker, and involved the productive skill and understanding.¹⁸ The writer concluded that, communication not only the message, but also to understand the content of it. In conversation, for example, the exchange of letters, the speaker or writer quickly becomes a listeners or reader as the communication progress. This constitutes to be nature of communication. In the real life situation, however, people certainly speak more than write. Therefore, how to learning speak is properly put ahead. Speaking can be defined as the way of people to express their ideas, feeling and thoughts, and to convey message orally.

¹⁶ Brown, *Language Assessment*, (San Fransisco: Longman 2003), p. 140.

¹⁷ Brown, Op. Cit. p. 253.

¹⁸ Byrne, *Teaching Oral English*, (New Jersey: Longman, 1984), P. 9.

Based on the third type of talks above, we can concluded that speaking have some function depend on the situation and condition. This is one of the reason why do the students' should be learn more about speaking? Because, in daily activity, everyone must speak to other for communication as a result, speaking has become absolutely vital in human life. In communication, one needs someone else to be partner. Speaking will be meaningless; there is no one who listens to it in other words. There must be interaction between two or more people make communication.

C. Concept of Speaking Ability

Speaking is the important part in learning English. This is supported by Thornbury who states that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce more than that. Thus natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language.¹⁹ It means that the speaking ability can be improved if the students' is not afraid to practice speaking English in their daily life.

Wetly explains that speaking is the main skills in communication in two ways of process between a speaker and a listener and involved productive and

¹⁹ Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2005), p. 1.

receptive skills of understanding (or listening with understanding).²⁰ From this definition, it can be inferred that Speaking is the important factor that can support the quality of communication in English and in order to be able to speak, one should master the productive skills and the receptive skills.

Webster states that speaking is expressive sound counterpart to aid require somewhat more complex abilities.²¹ He adds that oral language or speaking is the most confidential form of immediate communication. The objects of teaching and learning a foreign language is to motivate the students to be able to use English in oral and written, in this case the writer underlines about students' speaking ability.

Speaking skill is the ability to use the language in oral form. From elementary, even kindergarten up to university, this skill is limited to the ability to conduct a simple conversation on some subjects (e.g. expressing regret, gratitude, agreement, offer, certainty). Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following four or five components are generally recognized in analysis of speech process:

1. Pronunciation (including the segmental features, vowel and consonants; and the stress and intonation).
2. Grammar

²⁰Welty, *The Teacher Aids in the Instruction Team*, (New York: Mc. Graw-Hill, 1976), p. 47.

²¹Webster, *Conceptual Bases for Creative Thinking in Music*, (New York: Springer-Verlag, 1987), p. 158.

3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension.²²

Thus, it can be concluded that students' speaking ability is their ability to express what they are going to say to other people by using their own words with good mastery of pronunciation, grammar, vocabulary, fluency, and also comprehension of the content.

D. The Characteristics of Spoken Language

According to Bernthal, Spoken Language is a language produced by articulate sounds, as opposed to written language.²³ Many languages have no written form, and so are only spoken. Spoken language sometimes called 'Oral Language' is language produced in its spontaneous form, as opposed to written language. The term spoken language is sometimes used for vocal language, especially by linguists. Spoken language has the following characteristics:

1. Non-standard grammar and grammar mistakes, including concord errors (he don't listen -> he does not listen) and pronoun mistakes (me friend is rich -> my friend is rich).
2. Use of dialect and sociolect as opposed to Standard English.
3. Use of swear words and slang.

²²Brown, *Language Assessment Principle and Classroom Practices*, (1st edition) (San Francisco: Longman 2004), p. 149.

²³Bernthal, *Assessment of Articulation and Phonological disorders: Speech sound disorders in children*, (Boston, MA: Allyn & Bacon, 2004), p. 139.

4. Informal and colloquial language rather than formal and literary language.
5. Contractions (I've heard about it -> I have heard about it)
6. Use of fillers (uh, ah etc.)
7. Incomplete sentence structure ("It was like, you know...I was taking a walk)
8. Intensifiers (totally cool, awesome, really sweet etc.)
9. Discourse markers (well, oh, like, of course, yeah, right, oh etc.).
Discourse markers have different functions, but some of the most common functions are:
 - a) To check if the listener pays attention (you follow me, right?)
 - b) To mark the beginning of a new topic (anyway, I was going to tell you this story)
 - c) To mark information that is new to the conversation (oh, really, I did not know)
 - d) To appeal for understanding or to show solidarity (It has been a tough time, you know. Yeah, I know what you are going through)
10. Familiar Vocabulary. The words used need to be readily understood by everybody. It means avoiding jargon.
11. Pronouns such as I and you (referring to the speaker and listener) and words like here, now, this and that are often used.

From the explanation above, it can be concluded that spoken language involves the actual use of speech or related utterances that convey meaning to

share thoughts or other information. When we speak to one another, we use more than our actual words to convey meaning and get our point across.

E. Concept of Islamic Boarding School

Islamic boarding school is an Islamic institution which has the advantage of both aspects of the scientific tradition as well as the transmission side and the intensity of the Muslims.²⁴ The word Islamic Boarding School is derived from the word “funduqun” (Arabic) which means sleeping room or house because the Islamic Boarding School is a simple shelter for students away from the place of origin. Boarding School is also can be said as Islamic educational institution with boarding system, where “ustadz/ustadzah” as the central figure, the mosque as a centre of activity at the centre of it, and the teaching of Islam under the guidance of religious scholars who followed the students as the main activity.

Amin said that boarding school is an educational institution and recognized by people around the dormitory system where students receive Islamic education through teaching system which was entirely under the sovereignty of one or more leadership of “ustadz” with characteristics that are charismatic and in the dependent in every way.²⁵ It can be concluded that Islamic boarding school is educational institutions which was intended to

²⁴Bashori, “Modernisasi Lembaga Pendidikan Nasional”, Jurnal Ilmu Social Mamangan, Vol. 6 No. 1, 2017

²⁵ Amin Haedari, *MasaDepanPesantren dalam Tantangan Modernitas dan Tantangan Kompleksitas Global*, (Jakarta: IDR Press, 2004), p. 3.

study, understand, explore, appreciate and practice the teachings of Islam by emphasizing the importance of religion as a moral guideline daily.

Based on the information above, it can be inferred that Islamic Boarding School is an Islamic educational institution with boarding system in teaching of Islam under the guidance of religious scholars which has special activities and policy to support the students' ability in Islamic knowledge and also foreign language skill (Arabic and English).

F. Curriculum of Islamic Boarding School

According to Miel, curriculum includes the state of the building, school atmosphere, desires, beliefs, knowledge, skills, and attitudes of people serving and being served at school (including all school employees) in giving assistance to students is included in the curriculum.²⁶ Thus, the curriculum is the entire program, facilities, and activities of an educational or training institution to realize its vision, mission and institution.

Boarding school organized curriculum that blends General Studies (curriculum which is made by the Ministry of National Education and Religious Affairs), and the Field of Religious Studies (boarding school curriculum) in one integrated system. The curriculum is organized in Boarding school divided into intra curriculum, co-curricular and extracurricular.

²⁶ Alice Miel, *Changing the Curriculum a School Process* (New York: D Appleton Century Company, 1946), 10, Romine St, *Building the High School Curriculum* (New York: The Ronald Press Company, 1954), p. 14.

Thus, the education curriculum of the Islamic Boarding School in the future must focus more on the achievement of religious knowledge, knowledge and technology that is imbued with the spirit of faith and piety. In our present context, which is taught not only by saying Fiqh-oriented ritual dogmas, but also other Islamic insights, including for example Islamic insights regarding moderation, advancement of science and nationality. Thus, Islamic education or madrasah is the integration of Islam, worldwide, and humanity. Why is it global? Because Islamic Education is now widely spread from various corners of this hemisphere. And why is it humanity? because Islam is Rahmatan Lil 'Lamîn, not only for Muslims, but also for others humans in this world.

G. Concept of English Language Learning at Islamic Boarding school

Teaching and learning in Islamic Boarding School is a system of education that is applied to the classical education system with a defined time period and extracurricular system introduced. In the field of applied method and system, boarding school adopts a classical education that is organized in the form of specified level and also introduced in the system of extra-curricular, and for the implementation of the activities was held dormitory system, with boarding system intended for the purpose and principles of education which can be fostered and developed effectively and efficiently.²⁷

²⁷MatsukiHS, *Manajemen Pondok Pesantren*, (Jakarta: Diva Pustaka, 2005), p. 74-75.

According to Priyanto, the concept of curriculum in Islamic Boarding School is defined as the combination between the classic Islamic teaching and learning mostly about understanding the classic book, and modern general knowledge mostly about leaning foreign language (Arabic and English).²⁸ It means that Curriculum of modern Islamic Boarding School is fifty-fifty percent of general education and religious education with a balanced charge. In addition, in the classroom the students were also taught about faith and manners which form the inner decency.

In the area of English teaching learning activity, modern Islamic Boarding School in using its method mostly uses the direct method or the method that was directed at active mastery of the language by means of extending the exercise (Drill) both oral and written. Thus, the emphasizing was focused on guiding the students' ability to use sentence perfectly in its function and not on grammar without being able to speak well. Generally, boarding schools provide general education in the form of madrasah (Islamic public schools in the charge of DEPAG) and common public schools (in the charge of DEPDIKNAS) in various levels and even university which not only includes religious faculties, but also general faculties.

As a part of teaching learning activities, extracurricular activities are important which allows the students to pursue interest and gain new skills outside of the traditional school curriculum. It is also as the supporting

²⁸DwiPriyanto, *Inovasi Kurikulum Pesantren*, (Purwokerto, 2006), p. 4.

activities in gaining optimum result of teaching learning activities especially in Islamic Boarding School.

H. Concept of Public Senior High School

According to Sarwono, the definition of high school students is that everyone who is officially registered to take lessons in the world of education at the upper secondary level. High school is taken within 3 years. And if the parallel is calculated from elementary school, then high school starts from grade 10 to grade 12. High school learning goals prepare graduates for higher education or high school.

The learning aspects learned in high school are divided into 3 fields, namely Social Sciences, Natural Sciences and Language Sciences. The goal to be achieved by high school in the future is to prepare themselves to compete in higher education, get good grades and graduate from college with a high IPK (cumulative grade point index)²⁹. It means that Public Senior High School is a form of intermediate educational unit which organizes education program after three years of junior high school. And it is clasified as *Madrasah Aliyah (MA)*, Vocational High School (*SMK*), and Vocational of Madrasah Aliyah (*MAK*), or other equivalent forms.

²⁹Sarwono, *Adolescent Psychology* (Jakarta: Grafindo Persada, 2007), p. 46.

I. Curriculum of Public Senior High School

According to Saylor, Curriculum is the planned program of learning opportunities to achieve broad educational goals and related specific objectives for an identifiable population served by a single school center.³⁰ It means that Curriculum is the total effort of the school to bring about desired outcomes in school and in out of school situation. In short, the curriculum is the school's program for learner and Curriculum not only limited to subject matter, but also includes a variety of activities carried out, both in school or outside school.

In this case, high school's curriculum is a composition of study materials and lessons that make the materials on mental ideologies (general education), knowledge (academic education), and skills. Senior high school prepares learners to continue their education to secondary education (both general and vocational), to the level of higher education that is directed to go into the community.

J. Concept of English Language Learning at Public Senior High School

Based on its function, the purpose of teaching English Subjects in Current curriculum in High School include: (1) Develop communication ability in the language both oral and written. These capabilities include listening (listening), speaking (speaking), reading (reading), and writing (writing), (2) Growing awareness of the nature and importance of English as a

³⁰Alexander, *Speech Given before Association for Supervision and Curriculum Development Conference* (Chicago: Illinois, 1971), p. 10.

foreign language to become a major tool of learning, (3) develop understanding of the relationship between language and culture as well as expand the cultural horizons. Thus, students have cross-cultural insights and engage in cultural diversity.³¹

To achieve the goal of teaching English Subjects required mutual linkages between components in the curriculum, the teaching objectives in the context of the current curriculum and aligned with the Content Standards set out in the Government Regulation No.19, expressed in terms of the formulation of standards of competence and basic competences are then formulated specifically in the form of indicators that is used as of consideration in choosing and developing other curriculum components, such as teaching materials, learning activities, and evaluation of learning. The four major component of this curriculum in English Language Curriculum Subjects must be explicitly included in the syllabus of English subjects developed both for the sake of learning in the classroom as well as for the development of teaching materials. In the teacher's instructions the four components are tested to be mapped by reference to the curriculum.

The competency standard formulation in Curriculum of English Subject for SMA and MA as follows:

1. Listening: Understanding the meaning (interpersonal, ideational, textual) in various interactional spoken text and monolog primarily a descriptive,

³¹Badan Standar Nasional Indonesia, *Standar Isi SMA/MA* , (Jakarta: BSNP, 2006), p. 125.

narrative, spoof/recount, procedure, reporter, news items, anecdotes, exposition, explanation, discussion, commentary, and reviews.

2. Speaking: Expressing various meaning (interpersonal, ideational, textual) in various interactional spoken text and monologue primarily in the form of descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and reviews .
3. Reading: Understanding the meaning (interpersonal, ideational, textual) in a variety of written texts and interactional monolog especially in the form of descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and reviews .
4. Writing: Expressing various meaning (interpersonal, ideational, textual) in various interactional spoken text and monologue primarily in the form of descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and reviews³².

K. Hypotheses / Assumption

The hypotheses in this research will be:

1. H_a : Students from the Islamic Boarding School have higher achievement than those from Public Senior High School in speaking
2. H_0 : Students from the Islamic Boarding School do not have higher achievement than those from Public Senior High School in speaking

³²*Ibid.* p. 127 et seq.

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